

# GOVERNMENT DEPARTMENT NEWSLETTER

SKIDMORE COLLEGE  
Government Department

Spring 2007

## Letter From Department Chair

Beau Breslin

**D**ear Government Majors, Minors & Alumni:

It is with some sadness (and a little bit of anxiety) that I sit down to write my last Chair's letter. The last two years have been wonderful for me. I have enjoyed the good fortune of working with—and learning from—such talented members of this extraordinary institution. My colleagues on the faculty have repeatedly shown me the benefit of devoting one's professional existence to the life of the mind, while our students have continually challenged me to think more broadly about the subjects I teach. Not to be outdone, Barbara McDonough has also been inspirational. Whatever successes we had in the past two years are due in large part to her creative talents and considerable intellect.

This past year has been particularly rewarding for me. Several members of the department have completed significant research projects, culminating in impressive scholarly publications. In terms of teaching, the department has further solidified its reputation as one of the most challenging and popular departments at the College. We continue to participate actively in the advising and mentoring of our students.

But the greatest news arrived earlier this spring semester when the department received word that Professor Bob Turner had been awarded tenure at the College. As you can imagine, the news was met with widespread enthusiasm by students and faculty alike. There is perhaps no greater endorsement of the work of an individual faculty member, or indeed an entire department, than when the College awards tenure to one of its own. For me personally, the news was particularly welcome. Professor Turner is a terrific colleague and an even greater friend.

So, I'll miss being in the Government Department full time, but I am not going too far. Please plan to stop by the Office of the First-Year Experience (in Starbuck) after June 1st to say hello.

## Faculty and Department News Heather Vickery '07

It's that time again! Another semester is half over and it is time for all of you who will be returning to Skidmore next year to register for classes. As classes are taught by Professors, it can be helpful to see what is going on in their lives, personally and professionally, before making those course choices. So, here is what's happening in the lives of those government professors whom we hold near and dear.

**Professor Natalie Taylor** recently delivered a lecture at Notre Dame which was part of a semester long speaker series entitled “Mary Wollstonecraft and Her Legacies”. The title of the talk was, “What the Pretty Woman Can Learn from the Hyena in Petticoats: Mary Wollstonecraft's Lessons for Julia Roberts & the 'Post feminist' Generation”. Prof. Taylor also recently had a book published entitled, *The Rights of Woman as Chimera: The Political Philosophy of Mary Wollstonecraft*.

**Professor Bob Turner** had an article published in Social Science Quarterly on “The Adoption and Implementation of State Enterprise Zones” with Mark Cassell. He then presented a paper with Mr. Cassell on “The Impact of Inter-Jurisdictional Competition on Tax Abatement Generosity” in Ohio at the American Public Policy and Management Conference in Madison, Wisconsin where he proudly saw the Wisconsin Badgers (his alma mater) prevail over Penn State on the gridiron. Professor Turner has also been busy attending conferences; the first in October was on the Adirondacks and in January the National Conference on Science and the Environment in Washington, DC. For Spring Break, he headed out to the Salton Sea in Southern California with other faculty members of the Environmental Studies Program to do field research on water related issues for a travel class to be offered next year. Most importantly, this winter his priority has been doing intensive field research on the impact of global warming on ski conditions at Gore Mountain.

**Professor Kate Graney** reports that baby Mimi, Maeve Margaret, born November 6, 2006, is doing great, and that she is very thankful for all the support her colleagues and the students in the Government Department have given to her and her family throughout the past year. She says it will always be fun to tell Mimi how she attended her first college class at the tender age of 3 weeks! Prof. Graney is enjoying being on “semi-parental” leave (she is still chairing the college's Curriculum Committee this semester), but looks forward to coming back full-time next fall.

**Professor Roy Ginsberg** is on sabbatical now but that doesn't mean he hasn't been busy. His latest book, *Demystifying the European Union: The Enduring Logic of Regional Integration*, was published last month. On

March 11<sup>th</sup> he left for a month of lecturing in Romania, Cyprus, the Czech Republic, Poland, and Germany. The lecture tour is sponsored by the U.S. Department of State. Professor Ginsberg will speak on a transatlantic perspective concerning the 50<sup>th</sup> anniversary of the European Union (March 25, 2007) to various audiences, including universities, embassies, think tanks, chambers of commerce, political party foundations, parliamentary groups, foreign ministries, and broadcast and print media organizations. He hopes to engage Europeans in a dialogue about the significance of the 50<sup>th</sup> anniversary and the need for the two richest centers of democracy, the EU and the US to work together to advance peace, conflict prevention, economic and social development, respect for the environment, democratic norms and global health.

**Professor Aldo Vacs** has recently finished designing a Travel Seminar entitled, “Over the Andes and towards the Sea: From Buenos Aires and La Plata (Argentina) to Santiago and Valparaiso (Chile)” with Prof. Patricia Rubio. The seminar will look at key issues in Argentine and Chilean politics, economic growth and culture by focusing on four cities: Buenos Aires, La Plata, Santiago and Valparaiso. The participants will look at the emergence of strong middle and working classes, the growing participation of women, the impact of immigration and the development of literature, music and art in both the 19<sup>th</sup> and 20<sup>th</sup> centuries.

The seminar will be offered this fall and the trip to Argentina and Chile will take place January 4<sup>th</sup> - 20<sup>th</sup>, 2008. Professor Vacs is also planning to travel to Argentina, Brazil and Uruguay during the summer to research foreign policy issues and will attend a seminar on “Jewish Buenos Aires” which is being organized by the National Endowment for the Humanities. Additionally, he is completing a number of articles and chapters on Latin American issues which will be published by the Library of Congress, the University of Texas Press and the Oxford University Press.

**Professor Ron Seyb** will return to a full teaching load in the Fall. Professor Seyb is enjoying his sabbatical but he has been sorely missed by this year's class of seniors. Aloha!

### Academic Council News Heather Vickery '07

Academic Council has been really busy this year looking at such far reaching academic issues as the creation of proportional tenure track lines and domestic exchange programs. Our biggest accomplishment, however, has been in working on the new Writing Proposal on which the faculty will soon vote. All of us on Academic Council have been really happy to see that the Committee on Educational Policy and Planning (CEPP) took our advice to heart when redrafting the document. Although we are all happy with what we have managed to accomplish this year, there has been one problem – for most of the year the Council has been only half full, with some departments completely unrepresented. This council, which is the primary student body that addresses academic issues, is one of the most important on campus and yet is one of the least known.

If you are at all interested in working on academic issues please apply for next year's Council as a representative to the Government Department. Please contact me, Heather Vickery, at [h\\_vicker@skidmore.edu](mailto:h_vicker@skidmore.edu) for an application. I'll be happy to answer any questions you may have.

### Professor Breslin Moves On Julianna Orgel, '07

After serving as Chair of the Government Department, and earning his way up the ranks to one of the most beloved professors in the department, Professor Beau Breslin is moving on. Starting this fall, Breslin will take on Professor Michael Arnush's title as Director of the FYE program.

Professor Breslin has loved being department Chair for a variety of reasons. "I have tremendous colleagues who have helped me move the department in particular directions," he explained. "I enjoyed conveying the concerns and passions of the Government Department to the administration and vice versa."

Although Breslin is saddened to leave the department, he's decided to take on the new role and responsibility within the FYE program as a refreshing challenge. After nine years at Skidmore College, it's time for a change of pace.

Breslin has found working in the Government Department to be most rewarding, especially collaborating with a talented group. As Chair he has enjoyed organizing the Fiscus lectures and he is immensely proud of the Constitution Day Speaker series. The department's self study and external review last year as well as Professor Natalie Taylor's reappointment are two other notable accomplishments. Professor Breslin considers the department's greatest accomplishment of the last two years to be the successful tenure of Professor Bob Turner. Although Breslin wasn't able to accomplish every goal in his two years (as government majors learn is true of any leadership position), he says that there are plans still in fruition, and to stay tuned.

Breslin elaborated on his current position, explaining that although there were hard times while being chair, "the pure joy of being chair outweighed any challenges," and that the pleasures "didn't make being chair any less challenging but did make it a great deal of fun." On the flip side, being a part of FYE Breslin believes will be a "relatively taxing job with less free time." However, he will be giving up many obligations as chair including committee work and work on CEPP.

To his students and colleagues as parting words Breslin says, "I'll miss them. They're a phenomenally talented group." According to Breslin the Government Department is in terrific shape, although they are overwhelmed with over enrollment in classes and they need more tenure track faculty.

In his new adventures, Breslin hopes to build on what has been done with FYE in the last three years. "The job allows me to maintain a significant presence in the classroom, but also allows me to see the college from an administrative perspective," said Breslin. "Professor Arnush has done a phenomenal job. Following in his footsteps will be both intimidating and wonderful."

**ATTENTION****Junior Class Government Majors**

To be recommended for honors in government, students must meet the college requirements of a GPA of 3.0 overall and 3.5 in the major. Students must also receive at least an A- on a senior thesis in government. Specific requirements for the senior thesis are established by the department. A senior thesis in government is also required for interdepartmental majors.

Register for GO 374: Thesis Prep for the fall and GO 375 in the spring. You will need to develop a specific research question and compile a preliminary bibliography to present to your prospective thesis director prior to the end of classes on May 1<sup>st</sup>.

**Celebrating 50 Years of European Integration:  
The Edwin M. Moseley Faculty Research Lecture  
Geannan Camponeschi, '07**

Last spring Roy H. Ginsberg, Professor of Government and one of the country's preeminent scholars on the European Union (EU), was selected to deliver the 2006-07 Edwin M. Moseley Faculty Research Lecture. The recognition is the highest honor Skidmore faculty members can confer upon a peer. The lecture was named on behalf of Dean Edwin Moseley whose 17 years at Skidmore capped a distinguished 41-year career in higher education. The award emphasizes the integration of teaching, scholarship and citizenship. Ginsberg's impressive career has emphasized sustaining this scholar-teacher-citizen theory.

On February 21<sup>st</sup>, Professor Ginsberg delivered his lecture entitled "Exorcizing the Ghosts of Europe's Past? Fifty Years of European Integration." Ginsberg's tenure as the Moseley Lecturer connects a significant literary work with a significant anniversary for the EU. This year is the European Union's (EU) fiftieth anniversary. Europe's greatest attempt at regional reconciliation is both impressive and a mystery. Ginsberg examines the mystery of the EU in his new book, *Demystifying the European Union: The Enduring Logic of Regional Integration* (Rowman & Littlefield Publishers). The book was released last

month and addresses the history, foundations, present and future of the world's most successful supranational intergovernmental union of nation-states.

The EU is the world's largest economic and political entity. It consists of 27 sovereign states, 484 million citizens, one common economic market and a common tariff, currency, body of law and both internal and external policies. As of March 2007, there were six charter member states waiting for the possibility of accession. The EU and Europe are now synonymous. They share a regional, political and economic system. The hybrid polity has supranational, intergovernmental, federal democratic features.

In his lecture Ginsberg emphasized why the EU is significant to today's youth, especially those in the United States. "What many young people," he said, "are not aware of is that the EU and the United States have complimentary values." They need to work together to solve world tribulations in areas such as Darfur, Kosovo, Afghanistan, Israel, and Palestine. It is also important to recognize that the two entities do have conflicting beliefs on issues such as the capital punishment and the war in Iraq. Despite these differences, it will be essential for the United States and the EU to collaborate on issues in the coming decades.

Professor Ginsberg's lecture was dominated by five themes that examine the past, present, and future of the EU. They were as follows:

- History
- Political, economic, and legal foundations
- EU evolution in first 50 years
- EU at 50 years
- Drivers of integration in next 50 years

In his discussion of the history of the EU, Ginsberg focused on European conflicts such as the 30 years war in the 1700s, the Napoleonic wars, World War I and World War II. Throughout Europe's experiences with war there exists a dominant theme of sovereign secular states where nationalism, chauvinism, and irredentism threatened balanced, stable relationships. World War II was the defining event leading to European unity. The decision to achieve peace through *voluntary* unity replaced the previous attempts of failed forced unity.

That is to say, the EU was not an accident of history but instead a response to history.

After World War II there were numerous calls for unity in Europe. Many people remember Winston Churchill's famous call for a "United States of Europe". This was forced in part by the Marshall Plan, North Atlantic Treaty Organization (NATO), and threats of the Soviet Union. Eastern Europe needed to be strong against communism. The Economic Coal and Steel Community then was created to put control of the industries of war in the hands of a supranational customs union. This evolved into a full economic customs union, the first pillar of the economic community—namely, the European Economic Community. This later evolved into the EU which added two additional pillars: a common foreign and security policy and justice and home affairs. The legal foundations arose from those final two pillars. The supremacy of EU law was established with the creation of the European Court of Justice. EU law covers a broad range of issues and is very complex with regard to national and regional law.

Currently the EU is a work in progress. It has developed common policies for issues such as development, agriculture, and EU citizenship. Membership has been quickly expanding with twelve of the 27 member states being admitted in the past ten years. EU security operations have been taking on new roles with peace operations in Bosnia and Afghanistan.

The EU faces many challenges and uncertainty in the future. In recent years there has been increasing opposition to unity, culminating with rejections of a proposed Constitution by France and the Netherlands. The need to focus on gaining public support is obvious. Additionally, there are numerous policy issues that need to be addressed. These include transnational terrorism, cross-border crime, military operations, peace keeping, and pollution.

Professor Ginsberg believes that Europe has indeed exorcised the ghosts of its past. He believes that the EU should and will endure. It provides critical lessons that could be applied to other conflicting regions around the world. The EU exhibits the ability to know how to make peace and learn how to stop war.

Finally, Professor Ginsberg's relaxed and personal demeanor made this audience member feel as though I was having a personal conversation with the scholar. He made jokes at appropriate times. He asked questions of the audience. He paused at poignant pictures as he did at the photo of a statue of a mother and a fallen soldier. His voice was stronger when discussing the EU's shortcomings and lighter when describing pictures of European leaders. I felt that the Moseley lecture was more of a lively conversation than a lecture, and it was a pleasure to attend.

### **Inside Out and Beyond the Classroom Shubha Gokhale, '07**

If you are a government major, chances are that you have seen me around the third floor of Ladd Hall, taking attendance, working at the Government department computers or else making copies of class handouts. It may not seem much, but my job, as Professor Ginsberg's research assistant, is actually quite fascinating.

Those who know Dr. Ginsberg know him as a person interested in and highly informed by diverse issues in global politics. It is evident that Dr. Ginsberg has always placed a premium on having a thorough understanding of current political developments. Whether through debates, roundtables, or daily discussion of international affairs, this interest is incorporated in all of his classes.

As a TA for the GO 219 and IA 101 classes and a researcher for his future courses (one class on international law and a freshman seminar focusing on the causes and consequences of war and peace), I was able to research a broad spectrum of international issues. Updating information on various global organizations like the WTO and NATO, researching relations between the USA and the European Union, and summarizing the foreign policy positions of potential US presidential candidates, are a few choice examples of my weekly research projects. The research is fascinating for any political science and international affairs student.

The best part of the job was participating in the final revision of his recently published book -- *Demystifying the European Union*. Luckily, my job started at an opportune time. I was extremely fortunate by being a

part of his book's final edit, whether through researching factual updates, copy-editing chapters or even simply being a sounding board for his various ideas on the book's style and content.

As an undergrad, it is a rare opportunity to experience book editing from the inside out. If you think editing a twenty page paper is a hassle, try 400 pages! I was amazed at Dr. Ginsberg's tireless dedication to his book and his zeal in constantly perfecting various aspects of its content. Yet he could effectively juggle other responsibilities, like teaching two classes, making time for counseling students, and writing recommendation letters -- all in one semester.

Apparently, Skidmore College was also amazed by his accomplishments. The College selected Dr. Ginsberg to deliver the Moseley Lecture on the 21<sup>st</sup> of February 2007, seen as the highest honor that one's colleagues could confer on a Skidmore faculty. I was fortunate to work on the lecture's slideshow, which helped visualize European history through its various periods of war and peace, as a way to understand the current drivers shaping the European Union. Assembling the slideshow was essentially a crash course in European history.

All in all, I would surmise that working for Dr. Ginsberg is not very different from taking a class. You are always learning something new but you actually get paid to educate yourself.

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### **Pi Sigma Alpha Leads Reading Group**

Join us on April 14<sup>th</sup> at 4p.m. to discuss sections of Gordon Wood's book. Contact Taylor Leake ([t\\_leake@skidmore.edu](mailto:t_leake@skidmore.edu)) for more information.

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### **Professors Tadahisa Kuroda, Gordon Wood, and the American Founding Taylor Leake, '07**

Some of the older Government majors and many of the Government alumni will remember Professor Tadahisa Kuroda. They will probably remember his bow ties, and his superbly run courses on early American history and government. While Professor Kuroda was part of

the History department, he taught a government-history course on the American Revolution, which was originally co-taught with Professor Erwin Levine of the Government Department. Professor Kuroda's memory lives on at Skidmore, and to honor his contributions to the college, and to countless students, the Kuroda Symposium in Early American Politics and Culture was established last year. The symposium is a collaborative effort between the Government, History and American Studies departments. The symposium is made up of an evening lecture followed the next morning by a presentation of six (two from each department) student papers with critique and discussion from the visiting scholar.

In the spirit of interdisciplinary scholarship that Professor Kuroda exemplified, the speaker for this year's seminar is an historical scholar of the American founding, but has a lot to teach Government and American Studies students. The college is extremely lucky to be hosting such an influential and prolific scholar, Dr. Gordon Wood from Brown University. His books have been used in college classes on early America, including Professor Kuroda's class, and he is continuing to write at an impressive rate. His most recent book, *Revolutionary Characters: What Made the Founders Different* is a unique look at eight key leaders of the American Revolution. He details how their reputations have changed through the years, and their contributions during their time.

In honor of Dr. Wood's visit, Skidmore's chapter of Pi Sigma Alpha, the national political honors society, is holding a reading group to discuss his new book. Interested students and faculty will meet in the Pohndorff room on April 14<sup>th</sup> at 4 pm to discuss sections of the book to prepare for the upcoming lecture. Professor Natalie Taylor of the Government Department will moderate the discussion, leading to a deeper understanding of Dr. Wood's work, and a greater enjoyment of his ensuing lecture.

Gordon Wood will address the community in Gannett Auditorium on Friday, April 20<sup>th</sup>. Professor Kuroda will be on campus for the events. All are invited and encouraged to attend.

### **Addressing Insurgency at SCUSA 58**

**Ben Stickney, '07**

It was this writer's distinct pleasure to be invited to attend the Student Conference on United States Affairs, hosted at the West Point military academy during the fall term. The conference, held annually since 1949, is a chance for students of government and military cadets to engage each other on matters of national security, foreign affairs, and international economy, building connections between future leaders in the political and military spheres. The conference also afforded the opportunity to meet peers from around the world. SCUSA brings together a broad sampling of universities, military services, and countries in a way seldom encountered outside professional fields.

The conference is organized into roundtables, each addressing a geographic region or theme associated with the main topic, in this case "Challenges to Security: Extremism, Resources, and Globalization." One roundtable concentrated on insurgent warfare, which exists wherever conventional military advantage is absent, yet which has proven frustratingly difficult to confront, as the experience of the United States in Iraq has shown. The increasing prevalence of insurgency, and the tactical, strategic, and policy concerns it presents to a country with an active foreign policy, makes it an important, if complex, subject to tackle. We were fortunate in that at our table sat West Point cadets, IA students, an Iraqi war journalist, and an Army lieutenant-colonel with extensive combat experience. We didn't find ourselves lacking for brainpower, and our hours around the conference table – fuelled by coffee and danishes, punctuated by breaks to take in the sunshine over the Hudson – passed rapidly.

Each roundtable presented its conclusions at the end of the conference before the whole delegation. While we found ourselves defeated by the gravity and complexity of our topic, most presentations were fine examples of barracks (or dormitory) wit; where but SCUSA would one find a presentation on instability in the Middle East and the Horn of Africa given to the tune of "Wimoweh," or an analogy made between economic globalization and delegates trying to get lucky at the Firstie Club on Friday night?

If the presentations aren't indication enough, it should not be inferred that the serious topic and hard work prevented the conference from being fun. There was adequate time for our cadet leader to show us around campus, as well as to wander around on our own, enjoying the weather and the gray stone architecture. Our living arrangements also provided ample opportunity to know the place from a much closer perspective – the novelty of Army cots, 6 AM reveille, lunch formation, and dining at a squad table was not unappreciated. This writer also had the good fortune to witness the end of the Sosh Run. This annual event commemorates the last-minute submission of a massive international relations paper, as cadets make the dash from the library to the social sciences ("Sosh") department, freshly printed pages in hand. Needless to say, the opportunity to create a spectacle is not lost, as cadets frequently make the run disguised as pizza deliverymen, ninjas, cripples, or – in one instance – a gorilla chasing a giant banana.

SCUSA 58 was an excellent chance to meet future colleagues, gain experience dealing with serious problems in world affairs, and experience a culture and style of living completely alien to most college students, all while having a good time. This writer cannot recommend the conference highly enough to any student with an interest in the future of the world.

**Duty, Honor, Country**  
**Amy Haley, '07**

While Skidmore College prides itself on creativity, openness, diversity, and liberal studies, West Point resonates with structure, dedication, holism ("an army of one"), and responsibility. First year students experience harassment equivalent to the basic training of enlisted service members. Discipline and military instruction continues throughout the four year education; but the rigidity is decreasingly applied from sophomore to senior year. The aims of military training are to instruct student on basic skills, advance group cohesiveness, break down the concerns of the individual, and strengthen ties to fellow students/soldiers. To me, there is no doubt that the academy's primary role is preparing officers for the military and secondarily educating students.

Surprisingly and most interesting to me was the loosely structured academic classroom. I was told most classes function as seminars where students discuss the study material and Professors guide the class in the discussions of the day, yet lectures (which Skidmore students are well accustomed to) are seldom the norm. The roundtables that I participated in were structured similarly. For instance, I was on the roundtable “The Middle East, North Africa, and the Horn of Africa” two visiting panelists would prompt discussions questions such as what are some of the conflicts arising out of the Middle East? What interest does the United States have in northern Africa? Professors and panelists steered and observed the discussions, but students dominated the conversation. This style of leadership encouraged preparedness, independent research and a large amount of diplomacy in exchanging views with other student delegates.

In addition to the surprising learning environment, I discovered that cadets at West Point receive an impressive amount of support from the Academy. Students attend the school on full scholarship so that meals and housing are provided as well as military uniforms (obligatory in the classroom and during the duty day) and new Dell laptops which are issued to incoming freshmen. The food may be mundane and a bit ...industrial, the uniforms are in fact uniform, and the rooms are barracks rather than suites; however, the financial advantage is undeniable. Few colleges can provide for their students as West Point does, regardless of the mandatory service post graduation. When I asked who the average student was that attends the academy I was told that most “are really smart kids who can’t afford college”. West Point provides the education in exchange for their commitment as military officers.

Most students would not consider West Point Academy for their educational pursuits, some are forced to. Regardless, the cadets I met were highly educated students with opinions both similar to and contrary to visiting delegates. Many strongly supported the military actions in which the US is involved. Some had even participated in training exercises abroad during summer break. The dialogues between students from different colleges and the Academy was a unique

experience of cross communication where contrary opinion could be expressed and was welcomed.

**They Could Be You**

The Princeton Review website includes school profiles that reflect data for the incoming class of 2005, who will graduate in 2009. Listed here are the numbers for both Skidmore College and the USMA. They could be you – you could be them, maybe.

	West Point	Skidmore
Enrollment	4,231	2,727
Average HS GPA	3.75	3.31
Average SAT	1278	1247
Average ACT	29	27
Top 10 % of HS class	48%	46%
Top 50 % of HS class	94%	96%
Attended public high school	86%	61%

**Meet Pat Ferraioli  
Lily Gedney, ‘07**

Pat Ferraioli is a new face in the Government department for most students this semester, but she is in fact a veteran to the college. She worked here as an assistant professor from 1993 until 2001. Pat grew up in the Albany area, and since graduating high school, has followed a unique career path-- from working as a bank teller to helping design rides for the Disney theme parks. Her studies were just as varied, ranging from Math and Biology to the Martial Art of Aikido.

Pat has spent many years of her life in school, but didn’t know from the start what she wanted to study or do. After high school, she stayed in the area and worked as a bank teller as well as a cashier at Price Chopper. After a few years, she enrolled at The College of St. Rose in Albany to study Speech Pathology. Neither the school

nor the subjects were exactly what she wanted, so she moved to Hudson Valley College where she studied Math and Biology. In her junior year she transferred to University of Albany, and after taking a political theory class, she decided Political Science was what she wanted to study. She stayed at the school for her Bachelor's, Master's, and PhD—the PhD alone, however, took close to thirteen years to complete.

During the completion of her PhD, she changed gears and moved west. She enrolled in a vocational audio visual engineering school, which led to a job offer from Disney. They hired her around the time the contract for Euro Disney was being completed, and Pat got to play a role in the design of rides for this, and the other already existing, theme parks.

Perhaps she missed the cold weather or was done with theme parks, but she was drawn back to chilly New York, Ithaca specifically, where she pursued the Martial Art of Aikido and worked as a manager of a bagel shop. Then in 1993, she was hired as an adjunct professor at Skidmore. She stayed until 2001. She went back to University of Albany and finished her PhD while teaching such courses as Intro to American Government, Public Policy, Women and Law, American Indian Policy, Sex and Power, Intro to Women's Studies, and Feminist Theory.

She left the school to pursue work for the Domestic Violence Project of Warren and Washington Counties where she served as a domestic violence protection liaison for Social Services of Washington County. She stayed there for three years, and then pursued work with a similar aim: the New York State Coalition Against Domestic Violence where she's been the Director of Education for the past two years.

She was brought back to Skidmore this semester after Chair and Professor Beau Breslin emailed her to tell her many professors would be on sabbatical this semester and if she could teach "any course, any time, any day," it would be so great to have her back. Sex and Power had been Pat's favorite class at Skidmore and so she decided to teach it Tuesday nights this semester to 24 seniors.

The course has transitioned over the years from a theory

to law class. She likes this move because she thinks exploring contemporary cases, such as virtual child pornography as the class just did for a moot court, provides a necessary challenge for students.

She thanks Professor Breslin for contacting her. "It can be a demanding job to take on an adjunct course," she said. "It's a gamble. If it's great, it can be really rewarding, if not, it can really stress you out." Her current Sex and Power class made the decision to become a faculty member next semester very easy. She says her students impress her every week and bring her "sheer joy."

As a student in the course, I am, in turn, impressed by Professor Ferraioli. I personally recommend students take a course with her in the future whether it be Introduction to American Government, Sex and Power, Women and the Law, or American Indian Politics and Policy—and I guarantee you'll get to hear some pretty neat stories about Disney.

### **Think Internship**

*Now is the time to be looking for summer internships. Internships are a great way to learn new skills, gain valuable experience, figure out where your interests lie, and get a jump start on finding a job after you graduate. All of the alumni in the Where Are They Now section did at least one internship before they graduated. Morgan interned with NY Empire State Development, Scott with Saratoga Springs City Planner Office, Eric with local political campaigns, and Julianna with the Rockefeller Public Policy Institute. Virtually every public, private, or nonprofit organization accepts summer interns. There are a list of internships on the board in the Government Department Hallway or come talk to Professor Turner.*

### **Congressional Internship Opportunity**

The 20<sup>th</sup> Congressional District is seeking students who wish to intern in the Hudson, Saratoga Springs and Glens Falls offices. Those interested should possess good interpersonal, communication and computer skills and must be willing to present themselves in a professional manner as a representative of Congresswoman Gillibrand and her office. Regular office hours – Monday thru Friday – 9AM – 6PM.

## Skills Required:

- Data entry
- General computer
- Proper phone etiquette
- Communication skills including verbal, written and listening
- Strong Interpersonal Skills

## Duties include but are not limited to:

- Answering the phone
- Responding to phone calls and keeping clear phone records
- Receiving fax messages and relaying to the proper staff member
- Data entry
- Basic correspondence
- Staffing the office when regular staff are out
- Assisting with constituent casework
- Research
- Becoming familiar with Federal agencies and their responsibilities
- Record keeping
- Relaying clear/concise messages to staff members as received
- Scheduling

Contact Mike Russo, District Director for the 20<sup>th</sup> CD. (518) 428-8000 or Pat Friesen, at (518) 542-9157 or mcfriesen2@aol.com

**Alumni: Where Are They Now?****Nin Glatt, '07**

**Laura Renz, '06** "...works as a Legislative Assistant at a law firm in DC...in the Federal Government Relations practice group as an assistant to two attorney-lobbyists. My job involves everything from administrative work like billing hours, sending invoices and making travel arrangements, to tracking legislation and attending hearings on the Hill. I'm fortunate to work for two lobbyists who give me more substantive work than not. ...Everyone from the directors of the practice down to the assistants are involved in section group meetings and putting together client proposals. My bosses and everyone in the practice group is also extremely helpful with providing me resources for

papers for school. I am enrolled as a part time graduate student as well, studying for my Masters in Public Policy, and the attorneys and lobbyists at the firm have served as invaluable resources a number of times already.

I also enjoy the opportunities I've gotten already in terms of increased access to high level officials and events. I was responsible for organizing a fundraiser for a Member of Congress and have been to several others as well, and sitting down to a \$2,000 a plate breakfast next to a Congressman is still a very weird, but cool, experience for me.

Of all my government classes, two that stand out the most were US Presidency and Politics of Congress with Professor Seyb. He is an amazing professor and managed to make the incredible amount of information crammed into those two classes memorable. I've actually been able to impress a few people at work with things I've remembered from those two classes. One class I wish Skidmore offered was public speaking. It would have been helpful in preparing me to make presentations at meetings as well as in graduate school. On a more practical note, if Skidmore had offered a "What Your Benefits Package and 401k Actually Mean" class, that would have been great!

My advice to graduating government majors would be to start your job search early, and go on a lot of interviews. That not only helps you gain valuable interviewing skills, but also helps you learn about the kind of job you want to do, and what sort of work environment you want to be in. Even if you're not sure you would want the job if you were offered it, take the interview anyway because it's always good experience and you never know you will meet or where you will end up. I think the biggest thing is to not take the first job you're offered if you're not sure about it because there are a lot of good opportunities out there. But then again, I guess graduated last May, and I did take my first job offer, so what do I know!"

"For two years after graduating, [**Scott Minkoff, '04**] worked in the Capitol Hill office of Senator Paul Sarbanes (D-MD). There I had a range of responsibilities that including dealing with health policy and to a lesser extent defense policy. I left the Senator last summer to

start a Ph.D. program in political science at the University of Colorado, Boulder. I am concentrating in American politics with an emphasis on state and local government and quantitative methods. In addition, I TA two sections of the American politics intro class. I am currently working on two exciting papers. The first is on the effect of primary election front-loading on a state's share of the federal pork-barrel. The second is an attempt to measure public-private government interconnectedness in 30 cities. Once measured, I hope to test for the causes of these relationships as well as their effects. Being a student again is great as I almost always get to dedicate myself to topics of interest to me--though grad school is about 10 times more work than undergrad.

Skidmore was good preparation for the real world, though I would emphasize that it was less about the content of my classes and more about developing communication skills (writing, group dynamics, etc.). In the department, I look back on Beau's Constitutional law classes as being important for my development of writing and critical reading skills. Also, Bob Turner's state and local economic development class was important for my learning about less-obvious roles for government (which I now study). Outside the department, my expository writing courses were helpful in developing my writing and editing skills (both of which are crucial in office life and graduate student life). I would also encourage all majors to write a thesis. A thesis gives you the opportunity to struggle with your own research questions in more depth.

As for classes that I wish I had taken--this is an easy one: statistics classes and more economics classes. If you have interest in a career in "political science," your life will be made much easier with some quantitative background in either general social science statistics or econometrics. Statistical skills are also very helpful in the job market if you want to go to work at a non-profit or in the private sector.

My advice is to not only take courses that interest you but also take courses that help you prepare for life. In other words, take classes with professors that will challenge you to improve (it doesn't matter whether it's a government class or not). Don't leave school a poor writer. And don't leave school without knowing how to

work in a group."

*Morgan Mandeville, '04*, is working for "the Revenue Watch Institute, a former program of the Open Society Institute that spun-off into an independent entity now funded by various donors including OSI)

The focus of our work is promoting transparency and accountability in natural resource rich countries, which entails working with local civil society organizations, media, governments, oil gas and mining companies, and international financial institutions to promote the disclosure of extractive company payments to host governments (royalties, taxes, windfall profits) and disclosure of governments' allocations of these revenues in national and state budgets, stabilization funds etc. Specifically, I focus on the Caucasus and Central Asia region which entails daily communication with our offices in this region about their programs, advocacy activities, facilitation of technical assistance, and funding needs. I also review the majority of our program's grant proposals from local groups seeking funding for projects, as well as liaise with our donors about our funding needs and projects. I conduct site visits to grantees abroad, as well as edit publications and reports, work with consultants, write content for the website, etc.

One of the most exciting parts of the job is the travel. I have had the opportunity to travel to some of the most remote and interesting countries that I might never of had the opportunity to visit had I not worked for RWI/OSI. In the past two years I've gotten to visit Azerbaijan, Georgia, Kazakhstan, Kyrgyzstan, Turkey, Cameroon, Egypt, Ghana and Dubai. Another motivating part of the job is getting to read the papers and relevant publications in my field and be able to say "Hey we did this, we helped advise this government to do this, we are the ones that got this initiative on the international agenda, ..."

[The Skidmore classes that were most useful were]... GO Democratic Consolidation, GO Economics of European Integration, and EC International Economic Development.

[Morgan's advice to graduating government majors...]

If you have a narrow (or if you even think you have a narrow interest) don't limit yourself in the jobs you apply for – you can't even imagine how many avenues there are for you to pursue careers in a particular gov't/development related discipline that you never knew existed – think of every opportunity as a networking and research opportunity in the development of your career.”

**Eric Hyers, '06**, is working for Edwards for President, field organizing in Des Moines, Iowa. “It's on a campaign, and there's nothing like it. It's a bug, and you either have it or you don't. I have it.” The classes that were most useful to Eric were Professor Seyb's American politics classes. As for advice to graduating government majors, Eric says, “intern on a campaign [and] get active with the Saratoga Democrats.”

**Julianna Koch, '06** “works for the Urban Institute in their Tax Policy Center, which is a joint center with the Brookings Institution.

Part of the job consists of administrative work including organizing conferences, scheduling, managing publications and the email list-serve. I also update and manage the website. The other part of it is research oriented - mostly doing literature reviews and working with some data having to do with tax policy. I get to work with extremely smart people and I'm always learning something new, especially when I'm helping with research. Some of the most useful classes were those that taught me particular skills. For example, I've used what I learned about GIS in economic geography here. I wish I had taken more quantitative courses and worked more with statistics. [Julianna's advice to government majors is to] take stats.”

“After graduating, [**Brian Harrison, '04**] joined a Congressional Campaign Race in Connecticut's 2nd District as the volunteer coordinator. Following a bitter defeat I packed my bags and moved to Nashville, Tennessee to become a founding member of Oasis AmeriCorps, a non-profit/city partnership placing AmeriCorps members in Metro Parks Community Centers. In the summer, I established the "Community Activator" summer youth leadership program paying 26 underresourced Nashville youth to serve in six community centers as recreation and athletic specialists.

Last year the program had 36 members and received 107 applications. Following my year in Nashville I moved to Boston to work as the Athletic Director of the Cleveland Community Center. Last July, I accepted the position of Teaching Fellow with Citizen Schools where I coordinate a citywide Homework Assistance Program placing 95 mentors in 27 Boston Public Library branches, teach english, data analysis, and event planning at our 8th Grade Academy in Codman Square, and am pursuing a Master's in Education at Lesley University. In addition to the fellowship I am a member of Lesley Master's Program Advisory Committee, the Massachusetts InterCorps Council, and I am the pitching coach of Codman Charter Academy's baseball team.”

**David Thayer, '04** is working for, “CLF Ventures, Inc. ([www.clfventures.org](http://www.clfventures.org)) an environmental strategy consulting group that is part of the Conservation Law Foundation, the country's oldest regional environmental advocacy organization ([www.clf.org](http://www.clf.org)). We help "green" businesses launch their products and work to find market-based solutions to environmental problems.

As a project analyst, I am responsible for conducting research and developing solutions for businesses looking to address their environmental risk. For instance, I am currently putting together a community engagement strategy for a mining company so they better communicate with local residents. I am also working on major renewable energy projects across New England. I like the variety of issues I get to work on, from market research to regulatory analysis, to designing community engagement tools. As consultants, we look at a company's situation from many angles and I enjoy tackling problems from more than one side. As an environmentalist, it is redeeming to work in an emerging field of green business practices, where industry is just coming around to the idea that environmental challenges are their responsibility. The opportunities to spur change are endless.

Many of the classes [at Skidmore] helped me form an understanding of how politics, policymaking and government function, but I believe it was the research skills gained from doing projects that are most useful now. Moreover, the classes that required group projects, presentations, community engagement and other "non-traditional learning" gave me the important skills. The

professors that demanded good writing and clear thinking get the bulk of my appreciation.

One gap in my skill set leaving Skidmore was social science statistics which are necessary to evaluate policy, etc. A public policy class with more of this focus would have been useful. However, learning on the job is just as important and the expectation of employers is that if you graduated from Skidmore, you should be able to learn on the job.”

David's advice to graduating seniors:

*Network* like it is your job. Talk to professors, friends, parents of friends, friends of parents, friends of friends and anyone else that will give you the time. Prepare questions about what they do and how they got there. Ask for ideas, ask for jobs leads and keep in touch. You're more likely to land a job through your network than through a web posting.

*Intern* because it is how you get jobs. I learned as much, if not more, in my internships than in any particular class. Internships give you a sense of what is out there, whether you like it or not, and they help you build the network you'll need going forward. Also, working to pay the bills and interning at your ideal organization is a foot in the door and a way to show them what you're made of.

*Take a long-term approach to getting your "dream job".* If you get it right out of school, congratulations. For the rest of us, the idea is that you are building the experience to eventually see your goal through. Each internship/ job/ experience will help you get there if you are strategic about building the background and skills necessary to reach your goal.

**Fall 2007**  
**Monday's and Wednesday's**  
**4- 5:20p.m.**

**GO 358. CARIBBEAN POLITICS**

An advanced course investigating political structures and processes in the Caribbean region. Explores the impact of domestic and international factors on political institutions and civil society in the small countries of the region. Themes addressed in the course include culture, ethnicity, crops and other resources, migration and tourism, colonialism and international intervention, drug smuggling and money laundering. The course also examines how climate and weather shape politics and political economy.  
*Prerequisite:* IA101 or GO103. Chris Whann

**Travel Seminar to Argentina and Chile**

***Over the Andes and Towards the Sea***

is a two-course (3-credit) learning experience comprising class work and readings on campus during the fall semester and a field trip with class work and lectures in Argentina and Chile during January break. TX 201: Faculty-Led Travel Seminar (1 credit) is the travel segment of the experience. TX 202B: Regional Topics (2 credits) is the on-campus segment. Students must be registered for TX 202 in order to qualify for the travel seminar TX 201.





